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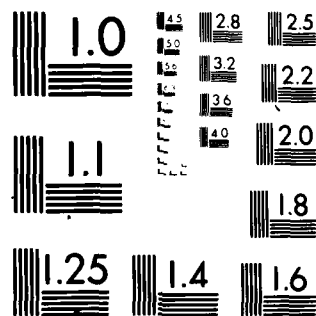
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LEVEL II
PERSONNEL TECHNOLOGY

(12)

**AN EXAMINATION OF HISPANIC AND GENERAL POPULATION
PERCEPTIONS OF ORGANIZATIONAL ENVIRONMENTS**
(Harry C. Triandis, Principal Investigator)

AD A 098704



**DEPARTMENT OF PSYCHOLOGY
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LEVEL II

(12)

HISPANIC CONCERNS ABOUT THE U.S. NAVY

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April, 1981

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Hispanic and thus they may lose their cultural identity by joining it, and the Navy schedules may prove unpleasant. Concern is also expressed about Anglo prejudice and threats to one's dignity. Finally, they mention more frequently than the Anglo-Americans, that they are likely to miss their families and be unable to meet their family obligations. However, some of these negative concerns are balanced by more favorable emphasis of personal improvement, promotions, glory and special privileges cognitively linked with service in the Navy.

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HISPANIC CONCERNS ABOUT THE U.S. NAVY^①

Harry C. Triandis

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While Hispanics are fast becoming a most important minority group in the United States (with some estimates that there will be 22 Million Hispanics by the year 1990) they still constitute a very small percent of the Navy. There appear to be barriers to recruitment and retention (Salas, Kincaid and Ashcroft, 1980). Turner (1980) selectively reviewed the literature on Hispanics to obtain hypotheses concerning differences between Hispanics and other ethnic groups which may explain such a discrepancy. The present study examines Hispanic perceptions of the U.S. Navy.

Questions asked by individuals generally reveal the kinds of concerns that they have about the entities under discussion. Taking advantage of unstructured interviews conducted with a sample of Hispanics, for the development of measures concerning their perception of organizational environments, we asked them to provide us with questions they would ask about the U.S. Navy.

Method

The project was initiated in the early summer of 1980. According to the 1970 census figures about 50% of Hispanics in the United States were of Mexican background, 16% of Puerto Rican background, 6% of Cuban and 28% of "other" or "mixed" background--Dominican, San Salvador, Colombia, one parent from one group and the other parent from another group. Yearly U.S. census and newspaper reports of the 1980 census available in the summer of 1980 showed these proportions had remained the same. About 85% of

United States Hispanics live in urban areas. Therefore the project was designed to collect 100 interviews from Hispanics, 50 with Mexican, 16 with Puerto Rican, 6 with Cuban and 28 with mixed backgrounds.

Six Hispanic males in their twenties were the interviewers; they were located in Los Angeles (1), Austin, Texas (2), New York City (1), and Chicago (2). We asked the interviewers in California and Texas to obtain a couple of Puerto Rican and Cuban interviews, but to concentrate on Mexican background individuals. The interviewers in Chicago were asked also to concentrate on Mexicans, but to include a few Puerto Ricans and Cubans as well. The interviewer in New York was instructed to concentrate on Puerto Ricans. All interviewers were told they should have some "mixed" background interviewees in their sample.

As is so often the case, the interviewers did not complete all the requested interviews. We finally obtained 88 interviews (40 with individuals of Mexican background, 27 of Puerto Rican background, 16 of "mixed" and 5 of Cuban background). Thus our sample is fairly representative of the proportions for individuals of Mexican, Puerto Rican, and Cuban backgrounds, but it under-represents those of "mixed" background.

The interviewers were instructed to select Hispanic males, between the ages of 16 and 25, whose social class would be upper lower, lower middle or upper middle, in about equal proportions. Hispanic background was defined as: "a person whose parents speak Spanish at home, though it is acceptable for the parents to also speak English, as long as most of the home interaction is in Spanish."

This definition was used to emphasize that we wished to have relatively unacculturated Hispanics. Acculturated Hispanics often speak English at home. [A review of the literature on Hispanics in the U.S., to be published as a separate technical report, by Lisansky shows four kinds of Hispanics:

acculturated (virtually indistinguishable from the mainstream in the U.S.), isolated (very different cultural patterns, virtually never in contact with the mainstream), in confrontation (activists trying to establish Hispanic rights), and Hispanics characterized by anomie (demoralized, disinterested in both Hispanic and mainstream links). This definition was an attempt to get at the isolated, since the acculturated would presumably not provide information the Navy does not already have, and those in the confrontation and anomie patterns would be most unlikely to have an interest in serving in the Navy.]

Sampling was done by the "snowball method." First, they interviewed 2-3 males who fitted the above description, and were personally known to them. During the interview they asked these males to give them the names and addresses of other young Hispanic males, who were as different as possible from them--e.g. if they were college students, they asked for males who were unemployed, unskilled, etc. The interviewer then got in touch with those males, and asked them if they were willing to be interviewed. Thus no more than 15 per cent of the sample was known to the interviewers prior to the study.

Procedure

Respondents were offered \$3.33 per hour and the total interview time, spread over two or three sessions, was 6 hours. The data reported here were obtained mainly during the first two hours of the interviews. Interviews were conducted in Spanish or English. About two-thirds of the Puerto Rican interviews and one-third of the Mexican were conducted in Spanish. The remaining interviews were mostly in English. These ratios suggest that most Mexican background subjects were acculturated.

During the first hour of the interview the interviewer said the following: "I would like to spend an hour with you talking about the image of one

organization: the U.S. Navy. What questions do you ask yourself about the U.S. Navy? You can ask any questions you want--for instance, does it have ships? How many? What kind? What percentage of Navy personnel work on them? What kinds of food do they serve? How often do people get shore-leave? and so on and so forth."

For one hour after that the interviewer said as little as possible. He simply recorded the questions that the respondent supplied.

After the first hour there was usually a coffee break, and then the interviewer said: "We will continue what we did the previous hour, but now I want to ask you to explain why you asked the particular questions you asked. For example, you asked "What percentages of the Navy personnel work on ships. Why did you ask that? Why is that information important to you?"

After the respondent answered those questions he was asked to sort the questions into three piles: most important, important, least important.

Additional data were collected, a related set of which is discussed in Appendix 1.

Content Analysis

The investigator developed a set of categories into which the questions asked could be placed with little difficulty or ambiguity. This was done by first examining about one-third of the questions. Categories were ordered, re-ordered, and then made more general than the questions asked, so as to facilitate unambiguous classification. Since the investigator had access to (a) the question itself, (b) the respondent's explanation of why the question was asked and why it was important to him, and (c) the rating of the importance of the question to the respondent, he could ignore those questions that were unimportant, or that were asked for trivial reasons: e.g. Respondent: "What kinds of ships does the Navy have?" Interviewer: "Why do you ask?" Respondent: "Oh! I don't know, just to ask something."

Later that question was rated as unimportant. In summary, what we analyzed are only those questions which were considered important or very important, and for which there was a clear explanation of why the respondent asked them. Since we had the explanations of why the respondent asked the questions we could also classify it as either Positive or Negative (Tables 1 & 2).

A separate analysis was done of the subjects' classification of the cognitive elements (see above) into the categories "very important," "important" and "least important."⁽²⁾ This was a structured task, since the respondent was presented with the various questions he had asked during the first hour of interviewing on printed cards and his task was to sort the cards into three piles. Thus it is possible that the results of this task would be quite different from the results of the question-asking task done during the first hour of interviewing.

The data of this task were treated as follows: First, the frequencies of categorization of the questions that corresponded to the various themes identified in the question-asking task were noted. Weights of 3, 2 and 1 respectively were applied to the themes classified as "very important," "important" and "least important." Second, the summed product of the weights times frequencies was computed. This number, presumably reflects emphasis on the particular category. Third, we summed all those numbers and computed the percent of the total which is represented by each theme. Thus, the percent reported in this case reflects the relative importance of the category (theme) in comparison to the other categories. These data are shown in Table 3.

This table also shows the frequencies reported in Tables 1 and 2 converted into "per cent emphasis" so that the two methods can be compared.

Inspection of Table 3 suggests that the relative emphases obtained from the two methods are rather similar. In fact the rank order correlation

of the two columns of Table 3 is .79 which approaches the limits of reliability of the data. Thus, the two methods, with data collected in two different points in time, converge.

Data From an Additional Sample

Students at the University of Illinois, participating in experiments to satisfy a departmental requirement, were presented with a blank sheet of paper and given the same instructions as the Hispanic respondents had been given during the first hour of interviewing. They were given one hour to write their responses. These responses were then classified by the same method, though since the information about why they had asked the question and their rating of the importance of the question were not available, this set of data must be considered as of lesser quality than the Hispanic data. These data are also reported in Tables 1 and 2.

Results

The frequencies of the questions asked by the Hispanic sample are shown in the first column of Tables 1 and 2. The specific group frequencies are presented in the subsequent columns of the two tables.

In addition to the frequency we show the proportion of each sample which asked the questions placed in each category. This proportion, p^* , was adjusted by the productivity of each sample. The productivity of the Anglo-Americans is low because they wrote their questions on a blank sheet of paper, and did not have a face-to-face interview. Thus they supplied only 13.5 questions per respondent. The Hispanics averaged 26.6. The Hispanic samples did not seem to differ very much among themselves (Puerto Ricans 25.9; Mexicans 26.1, and mixed-South Americans 28.9). The productivity adjustment was carried out by dividing the frequencies obtained from each sample by the sample's productivity over the productivity of the Anglo-Americans. Thus the Hispanics were adjusted by dividing with 1.97, the

Mexicans by 1.93, the Puerto Ricans by 1.92 and the mixed-South Americans by 2.14. In addition, of course, each frequency was divided by the number of persons in the sample. Thus, the p^* scores reflect proportions of questions asked by the average person in the sample. For example, 1.8 under Hispanics tells us that the average Hispanic asked 1.8 questions having something to do with benefits--pay, pensions, etc. Since the Anglo-Americans asked about 2.1 such questions there does not appear to be a large difference between these two samples on concern with benefits.

In comparing Hispanics and Anglo-Americans it would be helpful to have some sort of inferential test. Unfortunately, none is strictly suitable, because the frequencies listed in the table are not "independent," that is, some subjects gave more than one response that was classified in the same category. However, since we are trying to find out about differences in the relative salience of the categories for the two types of respondents, this is not an important problem and we propose to ignore it.

To compare the frequencies of the Hispanic and Anglo-American groups we must divide the Hispanic frequencies by 3.8, to adjust for the larger number of Hispanic respondents and their higher productivity. We can then assume that the average number of responses observed from the Hispanic (H) and the Anglo-American (A) samples would be a reasonable estimate of the number of responses to this category that is likely to be observed by "chance." We can then ask if the difference between the two frequencies is likely to deviate from chance. A convenient way to do that is to use a sign test, since the null hypothesis of this test is that the probability of a response being in the H rather than the A column is $1/2$ and the probability of being in the A rather than the H column is also $1/2$. Thus Hispanics appear to see more personal improvement from joining the Navy than do the Anglo-American students ($p < .02$). A similar trend occurs for promotions, but does not reach significance. Hispanics also are more likely to think of glory and special

privileges as associated with the Navy ($p < .02$).

Turning to the negative themes, Hispanics are more concerned with schedules than Anglo-Americans ($p < .02$), but are less worried about living abroad ($p < .05$) than As; Hs are also less concerned than As about objectionable Navy men ($p < .01$). But, Hs are more worried about prejudice in the Navy ($p < .02$), about officers ($p < .02$), about missing their family ($p < .001$), not meeting their family obligations ($p < .01$), about having difficulty maintaining their cultural identity ($p < .000$), not enough Hispanics in the Navy ($p < .000$), and not enough Hispanic music in the Navy ($p < .01$). On the other hand, the As are more worried than the Hs that the Navy is not strong enough ($p < .000$).

Discussion

Since the sample does not represent all Hispanics in the U.S. there are limitations to the generalization of the findings. Only to the extent that some attribute does not vary much across Hispanics it is likely that what we found in this study will generalize to most Hispanics. Contact between our middle class interviewers and Hispanics in the barrio was difficult. Hispanics who are isolated from the mainstream culture are usually difficult to reach. Thus, in all probability their views of the Navy, if they have any, are grossly under-represented.

The overwhelming impression from Tables 1 and 2 is that the themes of the H and A samples are similar, and most of the frequencies are surprisingly similar given the difference in the methods of data collection and the identities of the samples. Nevertheless, there are some differences:

One can summarize the major differences between the Hispanics and the Anglo-Americans by stating that the Hispanics are concerned that the Navy is not sufficiently Hispanic--they would lose their cultural identity by joining it, there are not enough Hispanics in it, there is not enough Hispanic music. They also showed concern that the schedules are going to be

unpleasant (having to meet rigorous time standards). The second major theme is missing their family and being unable to meet their family obligations. Some of these negative concerns, however, are balanced by favorable themes concerning personal improvement, promotions, glory and special privileges, as well as less concern about living abroad, and about Navy men who are "objectionable."

Comparison of the Mexican-, Puerto Rican- and mixed-background subjects again suggests that the similarities are overwhelming. The small frequencies make comparisons difficult. The relative unconcern of the mixed sample with family obligations and paternalism, may reflect differences in social class, since there were more middle class respondents in that specific sample than in the other samples, as does the greater concern of this sample with possible low status in the Navy. The greater concern of the Puerto Ricans with whether or not they have sufficient qualifications is interesting.

The responses of the Hispanics who we classified as middle class were compared with those whom we classified as lower class. The lower class group was more favorable toward the Navy because of personal improvement, travel, and making a career in the Navy. But they were more negative than the middle class Hispanics about schedules, living abroad, officers, objectionable Navy men (particularly homosexuals), danger to their survival, food, and not enough Hispanics in the Navy. The middle class were higher than the lower class on concern for prejudice in the Navy, and restrictions on one's freedom. These findings seem consistent with common sense expectations. Obviously, for persons of lower SES the Navy can provide greater opportunities for personal improvement and travel. These individuals, however, may be particularly comfortable in Hispanic enclaves, and hence view the Navy as especially unpleasant because of its schedules, living abroad, tough officers, and non-Hispanic food. The middle class, on the

other hand, is more concerned with unequal opportunities and restrictions of freedom, since they have already solved the problem of self-improvement and have more freedoms of choice because of their higher economic status.

In general, then, these data confirm common sense expectations about the behavior of the samples, and suggest that the Hispanic and mainstream samples are quite similar in their perceptions of the Navy. They do differ in basically two respects: (1) Hispanics are concerned that the Navy is "too Anglo" and would cut them off from their cultural identity; and (2) they are more concerned than Anglo-Americans with missing their families and being unable to meet their family obligations.

While the previous set of data compares the various groups with each other, the data of Table 3 compares the themes to each other. For Hispanics (and that is the only group for which this procedure was used) material benefits are by far the most important theme. Consistent with the previous set of data personal improvement, and prejudice are also important. In this task those themes that have received more than 3 per cent of the total emphasis are notable. These include promotions, nature of work, training, recreation, officers, miss family, restrictions, discipline, and time commitment. In interpreting the data of Table 3 it should be kept in mind that they are much more susceptible to "social desirability biases" than the data of Tables 1 and 2, because when the respondent has a card in hand and is classifying it under the watchful eye of the interviewer he is, in some sense, "showing off" to the interviewer. So, he may shy away from emphasizing Hispanic themes, even though the interviewer was Hispanic. In American society a respondent is expected to emphasize benefits, personal improvement, restrictions and prejudice. Such responses can be considered as "socially desirable" in this kind of context. On the other hand to emphasize Hispanic music or food may be criticized by the interviewer as too parochial or

frivolous so, the subject is likely to downplay those themes.

In general, this writer is inclined to pay more attention to Tables 1 and 2 and to note the data of Table 3 only in so far as they corroborate the data of Tables 1 and 2. Thus, missing one's family, and the fear of Anglo prejudice (common to the two sets of data) may be the most stable and pertinent findings.

In the case of most minority groups it is useful to distinguish four kinds of relationships between minority and majority cultures: Minority group members may be

1. acculturated--more or less adopt the norms of the majority, while also holding some of the norms of the minority
2. anomic--reject the norms of both the minority and the majority
3. isolated--accept the norms of the minority and ignore the majority norms
4. in confrontation--try to change the majority norms

One can speculate that Hispanics of these four types will have rather different attitudes toward the Navy. Those who are isolated or in confrontation would reject the Navy as something foreign to them; those who are anomic would by definition see the Navy as having nothing to do with them. Thus, only those who are at least minimally acculturated are likely to see the Navy as an alternative to what they are currently doing. It is likely that such attitudes will also be found among other minorities, particularly when they are experiencing extreme poverty, discrimination, and mainstream indifference. It is quite likely that such groups will see no point in defending the status quo, and the Navy, as a part of the establishment, is likely to be rejected. Nevertheless, some of the members of such groups are extremely practical, and they may join the Navy to gain material, status, or educational benefits. The data of Tables 1 and 2 seem to reflect the thinking of such practical persons.

The side-study described in Appendix 1 showed that the Hispanics link a moral obligation to join the Navy and affect (gut-feelings) about joining much more than "rational" inputs, such as maximizing subjective utility, or the opinion of others to their behavioral intention to join the Navy. This finding is consistent with the point made in the previous paragraph. If they feel "good" about the U.S., American society, they may be more likely to join.

At an even more speculative level of interpretation one can state that the Hispanic feels that joining the Navy may threaten his dignity. This is an important value in Latin America (Gillin, 1955) and includes many themes extracted in the present investigation. Ideas such as restriction of freedom, discipline, nasty and overbearing officers, prejudice, long time commitment, are relevant to a possible challenge to one's dignity. If there is one threat that is more important than all the others it is the threat of abusive and prejudiced officers and fellow Navy personnel.

Thus, the final conclusion is that there are four major barriers to Hispanic recruitment: rejection of the establishment due to perceived prejudice, concerns about challenges to one's dignity, a Navy that is "too Anglo," and missing one's family and friends.

Footnotes

1. Helpful comments on an earlier version of this manuscript were received from Robert Hayles, Chi Chiu Hui and Judith Lisansky.
2. A separate examination of the "least important" showed that they were distributed widely across all the categories of Tables 1 and 2. They also included idiosyncratic items (e.g. I will not have any pets; Navy should provide clothing to my family; I will be able to teach in other countries).

Table 1

Positive Themes Mentioned More than Three Times by at Least One Sample

	All Hispanics N=88		Mexican Background N=40		Puerto Rican Background N=27		S. American & mixed N=16		Anglo-American Background N=46	
	f	p*	f	p*	f	p*	f	p*	f	p*
<u>Material Benefits</u> (pay, pensions, insurance, survivors benefits, funds for college education)	312	1.80	132	1.55	105	2.10	70	2.04	95	2.07
<u>Personal Improvement</u> (learning new skills, becoming stronger, more valuable)	117	.67	56	.66	42	.84	16	.47	14	.30
<u>Travel</u> (adventure, seeing the world)	50	.29	31	.36	9	.18	8	.23	16	.35
<u>Promotions</u> (getting to the top)	97	.56	79	.93	37	.74	17	.50	15	.33
<u>Can one make the Navy one's career?</u>	44	.25	25	.29	13	.26	4	.11	8	.17
<u>Glory, Decorations</u>	6	.03	0	.00	2	.04	4	.11	0	.00
<u>Getting Special Privileges</u>	7	.04	0	.00	4	.08	3	.08	0	.00

p* is the proportion of the sample that asked questions placed in a given category, adjusted by the "productivity" of that group of respondents. Productivity refers to the number of questions asked by the average respondent. Since the Anglo-American students responded in a group administration setting, and were not paid, they gave fewer responses than the Hispanics, who responded in a face-to-face interview and were paid. Anglo productivity was 13.5 responses per person; Hispanic was 26.6; Puerto Ricans had 25.9 and Mexicans 26.1; South Americans had 28.9 questions per S.

Table 2

Negative Themes Mentioned More than Three Times by at Least One Sample

	All Hispanics N=88		Mexican Background N=40		Puerto Rican Background N=27		S. American & mixed N=16		Anglo-American Background N=46	
	f	p*	f	p*	f	p*	f	p*	f	p*
<u>Nature of work</u> (too difficult, boring, disagreeable)	89	.51	49	.58	20	.40	15	.44	37	.80
<u>Schedules</u> (shifts, hours, time work starts tough, inconvenient)	129	.74	65	.77	38	.76	22	.64	18	.39
<u>Training</u> (too tough, is it really needed?)	115	.66	64	.75	30	.60	19	.55	34	.74
<u>Recreation</u> (vacations, leaves, what does one do when not working?)	126	.73	63	.74	33	.66	29	.86	29	.63
<u>Women</u> (Are there women in Navy? Can one have sex?)	54	.31	30	.35	19	.38	5	.14	16	.35
<u>Time on Ocean</u> (Does one have to be on ocean? How long? Long time away from shore)	51	.29	35	.41	11	.22	4	.12	14	.30
<u>Live Abroad</u> (Does one have to put up with strangers in other countries? Bad climates?)	16	.09	8	.09	6	.11	2	.06	13	.28
<u>Objectionable Navy Men</u> (drug users, homosexuals, strange types)	18	.10	13	.15	2	.04	3	.09	18	.39

p* see note in Table 1.

Table 2--Cont. part 2

Negative Themes Mentioned More than Three Times by at Least One Sample

	All Hispanics N=88		Mexican Background N=40		Puerto Rican Background N=27		S. American & mixed N=16		Anglo-American Background N=46	
	f	p*	f	p*	f	p*	f	p*	f	p*
<u>Prejudice</u> (Is there racial, ethnic prejudice? Are there equal opportunities?)	84	.48	47	.56	25	.50	12	.35	9	.20
<u>Officers</u> (dogmatic, hostile, authoritarian, status-conscious)	83	.48	34	.40	33	.66	15	.44	8	.17
<u>Miss Family</u> (Will I miss my family too much? Will I be lonely?)	84	.49	35	.41	28	.56	20	.58	4	.09
<u>Family Obligations</u> (Will I be able to meet them?)	38	.22	26	.31	11	.22	1	.03	1	.02
<u>Low Status</u> (Will my status be too low? Can I get ahead?)	37	.21	14	.16	3	.06	17	.50	10	.22
<u>Restrictions</u> (personal freedom, outsiders determine who you are, no intellectual freedom, no way to act politically, no control of spare time)	129	.74	54	.63	42	.84	30	.87	24	.52
<u>Difficult to maintain my cultural identity?</u>	17	.10	10	.12	6	.12	1	.03	0	.00
<u>Health?</u> (Will I get sick? Will I be seasick?)	30	.17	11	.11	10	.20	14	.41	9	.19

p* see Table 1.

Table 2--Cont. part 3

Negative Themes Mentioned More than Three Times by at Least One Sample

	All Hispanics N=88		Mexican Background N=40		Puerto Rican Background N=27		S. American & mixed N=16		Anglo-American Background N=46	
	f	p*	f	p*	f	p*	f	p*	f	p*
<u>Survival</u> (Worry about fighting, war, dying)	54	.32	24	.28	14	.28	14	.41	20	.43
<u>Accidents</u> (Worry about accident, injury)	23	.13	10	.08	7	.14	4	.11	12	.26
<u>Privacy</u> (Will there be enough? Crowding?)	31	.18	16	.19	6	.12	8	.22	4	.09
<u>Qualifications</u> (Do I have what it takes? Concern about language adequacy, Do you have to know how to swim?)	107	.62	27	.32	45	.90	13	.38	31	.67
<u>Appearance</u> (dislike uniform, control of haircuts)	32	.18	11	.13	10	.20	11	.32	21	.46
<u>Comfort</u> (expect poor toilets, beds, showers, etc.)	33	.20	24	.28	4	.08	5	.14	16	.35
<u>Paternalism</u> (Will Navy take care of me if I need money, if I'm injured?)	26	.15	17	.20	8	.16	1	.03	6	.13
<u>Discipline</u> (Is discipline too tough? Court-martials?)	95	.55	54	.64	23	.46	17	.50	25	.55
<u>Equipment</u> (Are boats safe? Do they have good weapons?)	12	.08	7	.08	4	.08	1	.03	3	.06

p* see Table 1.

Table 2--Cont. part 4

Negative Themes Mentioned More than Three Times by at Least One Sample

	All Hispanics N=88		Mexican Background N=40		Puerto Rican Background N=27		S.American & mixed N=16		Anglo-American Background N=46	
	f	p*	f	p*	f	p*	f	p*	f	p*
<u>Time Commitment</u> (Can I get out? How long?)	95	.55	45	.53	23	.46	26	.76	31	.67
<u>Strength</u> (Can Navy win next war? How does it compare with U.S.S.R. Navy?)	10	.06	7	.08	1	.02	1	.03	30	.65
<u>Return to Civilian Life</u> (Any advantages? Will I have special skills?)	14	.09	7	.08	1	.02	1	.03	12	.26
<u>Food</u> (Do they serve Hispanic food? Is food good?)	44	.25	25	.30	10	.20	9	.26	18	.30
<u>Hispanics in Navy</u> (Will I have Hispanic friends? How many?)	45	.26	11	.13	25	.50	7	.20	0	.00
<u>Hispanic Music</u> (Do they play Hispanic music?)	8	.04	8	.09	0	.00	0	.00	0	.00
<u>Antimilitarism</u> (How can I be in Navy, given my ideology?)	3	.01	3	.03	0	.00	0	.00	0	.00

p* see Table 1.

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Table 3

Percent Emphasis on each Theme in Competition with Other Themes

<u>Theme</u>	<u>Free Response Method*</u>	<u>Classification of Important Categories Method**</u>	
Material Benefits	13.20	19.75	
Personal Improvement	4.95	6.40	
Travel	2.12	3.60	
Promotions	4.10	3.39	POSITIVE
Navy as Career	1.86	2.06	
Glory	.25	.06	
Getting Special Privileges	.30	.50	
<hr/>			
Nature of Work	3.77	5.34	
Schedules	5.45	.50	
Training	4.84	4.40	
Recreation	5.32	5.95	
Women	2.28	2.06	
Time on Ocean	2.16	1.44	
Live Abroad	.68	.89	
Objectionable Navy Men	.76	1.62	
Prejudice	3.56	5.00	
Officers	3.51	3.11	
Miss Family	3.56	3.22	
Family Obligation	1.61	1.17	
Low Status	1.57	.61	
Restrictions	5.45	6.55	
Cultural Identity	.72	.83	
Health	1.27	.95	NEGATIVE
Survival	2.28	1.84	
Accidents	1.01	.50	
Privacy	1.31	1.88	
Qualifications	4.53	1.78	
Appearance	1.35	1.62	
Comfort	1.39	.40	
Paternalism	1.10	1.05	
Discipline	4.01	3.46	
Equipment	.50	.39	
Time Commitment	4.01	3.11	
Strength	.42	.55	
Return to Civilian Life	.59	2.11	
Food	1.86	2.22	
Hispanics in Navy	1.91	1.84	
Hispanic Music	.34	.11	
Antimilitarism	.13	.83	

* Data from second column (Frequency for all Hispanics) Tables 1 and 2 converted to percentages.

**Frequencies of items classified into very important, important and less important, weighted by 3, 2 and 1, converted to percentages.

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APPENDIX 1

During the last hour of the interview the subjects were asked to respond to a questionnaire. The questionnaire asked them: "What are the chances that you will join the Navy?" Answers were given on a 7-point scale (from extremely likely to extremely unlikely).

In addition they were asked a number of questions that were conceived as "predicting" the answer to the previous question. These were:

"Did you ever consider joining the Navy?" (answer was Yes/No)

"What would your friends think if you joined the Navy?"
(they would approve/disapprove, 7-point scale)

"What would your family think if you were to join the Navy?"
(7-pt scale as in previous item)

"Do you think you should join the Navy--that you have a moral obligation to do so?" (7-point scale from very definitely Yes to Definitely No).

"How would you feel if you joined the Navy?" (9-point semantic differential scale anchored with disgusted, displeased, depressed on one side, and delighted, pleased, excited, thrilled on the other side).

The subjective utilities of the subjects for joining the Navy were also obtained, by asking them to list consequences they perceive for joining the Navy and estimating both the probabilities and the value of each of the consequences. The sum of the cross-products of probabilities times values was computed, and this was a measure of the "value of perceived consequences of joining the Navy."

The intercorrelations among the six predictors were moderate (.56) which suggests the multicollinearity is not a major problem. A simple regression showed a multiple correlation of .73 (thus 53% of the variance is common between predictors and criterion). Two of the predictors were highly significantly correlated with the criterion and accounted for most of the common variance: "moral obligation" and "affect toward joining"

Appendix 1 (cont)

(both significant at $p < .001$). Thus, patriotism and emotional reactions to the Navy (gut-feelings) are crucial determinants.

The means of the seven variables used in this analysis suggested that the sample was not inclined to join the Navy ($\bar{X} = -1.2$, $s = 1.5$), and both moral obligations and pressures from family and friends were unfavorable for joining the Navy (\bar{X} of -1.1 , $-.4$, and $-.4$ respectively with standard deviations of 1.8 , 2.1 and 1.8 respectively). The affect was slightly toward the "disgusted, displeased, depressed" side of the scale, with a mean of 4.4 on a 9-point scale, and a standard deviation of 2.4 .

Using Darlington's (1968) procedure to determine the "usefulness" of each predictor, as the predictor was systematically dropped from the regression equation, provided an adjusted multiple correlation of $.49$ with affect as the most useful predictor [R^2 (adjusted) change of $.11$], and moral obligation the next most useful [R^2 (adjusted) change of $.08$].

A stepwise regression analysis starting with affect gave an R^2 of $.43$ ($F = 65.9$, $p < .001$) and moral obligation an increment of $.10$ ($F = 17.9$, $p < .001$) with the other predictors non-significant.

In other words, affect toward joining the Navy is the best predictor for this sample, with moral obligation the next best predictor. Each of these variables makes a substantial contribution to the prediction. Affect is slightly more useful than moral obligation as a predictor. However, since they share some common variance, one can predict better with the affect than with the moral obligation predictor if one uses the stepwise program.

In short, for Hispanics, the affect variable was most important. For comparison purposes we did the same analysis with the sample of University of Illinois students. For this sample the range on the behavioral intention scale was very small so we obtained an R^2 of only $.22$; only one predictor accounted (at $p < .05$) for the variance that was predicted:

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Appendix 1 (cont)

moral obligation. Thus, both samples use moral obligation, but the Hispanics also use affect as a predictor of joining the Navy.

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